
SOUTH DAKOTA TOOLS, SUPPORTS, AND ACCOMMODATIONS (SD TSA — SOUTH DAKOTA TOOLS, SUPPORTS, AND ACCOMMODATIONS)

WINTER ASSESSMENT WORKSHOP 2021



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2021 WAIVER, AMENDMENT, AND ADDENDUM

- **ELA & Math (and Alt Assessments)**
 - no remote option available; test to the greatest extent possible
- **English Learner Proficiency**
 - no remote option available; test to the greatest extent possible
- **Science**
 - requesting to not administer Science or Science-Alt
- **Participation Rate**
 - requesting to waive the 95% participation requirement
- **Report Card Indicators**
 - Requesting to NOT calculate attendance, student performance on the state assessments, English learner progress, and academic growth (information would still be made available in private report cards)
- **School Support Designations**
 - keep the school support designations the same (designations from 18-19 will continue).
 - No longer have a “special schools’ audit or designations

2021 WAIVER, AMENDMENT, AND ADDENDUM

- Until we hear that our waiver, addendum, and amendment are approved, districts need to move forward testing Science and Science-Alt

TOPICS FOR TODAY

- Purpose
- SD TSA (Tools, Supports, and Accommodations) guidance
- Resources
- Supports and Accommodations in TIDE
- Questions



"If I do this test with one eye closed, one hand tied behind my back and hopping on one foot, do I get an A for effort?"

WHY DO ASSESSMENT DIRECTORS AND/OR TECH COORDINATORS NEED

- Who is responsible for marking supports and accommodations in TIDE?
 - Interim assessments
 - Summative assessment
- Who downloads additional supports/hardware/software and makes sure it is working in the assessment environment?
- Do you know difference between supports and accommodations?
- Do you know who can and/or should receive supports and/or accommodations?
- Do you know when an accommodation is inappropriate?
 - Inappropriate accommodations may invalidate an assessment



SD TSA

(TOOLS, SUPPORTS, AND ACCOMMODATIONS GUIDELINES)

ELA (ENGLISH LANGUAGE ARTS), MATH,
AND SCIENCE



SD TOOLS, SUPPORTS, AND ACCOMMODATIONS

- South Dakota's Tools, Supports, and Accommodations (SD TSA)
- Guidelines apply to all students
- Three levels of support
- Not just for Special Education staff, but for all staff including classroom teachers
- Includes Science

<https://sd.portal.cambiumast.com/users/educators/> —
right hand side under Key Documents towards the
bottom

South Dakota's Tools, Supports, and Accommodations Guidelines

Updated July 2020
September 2019



Portions of the materials included in this document are provided, in whole or part, by the Smarter Balanced Assessment to support the South Dakota Department of Education in implementing South Dakota's state assessment system. The original Smarter Balanced documents were aided through assistance and input from the National Center on Educational Outcomes. As a member of Smarter Balanced consortium, the South Dakota Department of Education has authorization to make available all content within this document for reproduction and distribution for educational purposes without permissions.

SD TSA

- Three levels of support both embedded and non-embedded

- Level 1 – Universal Tools

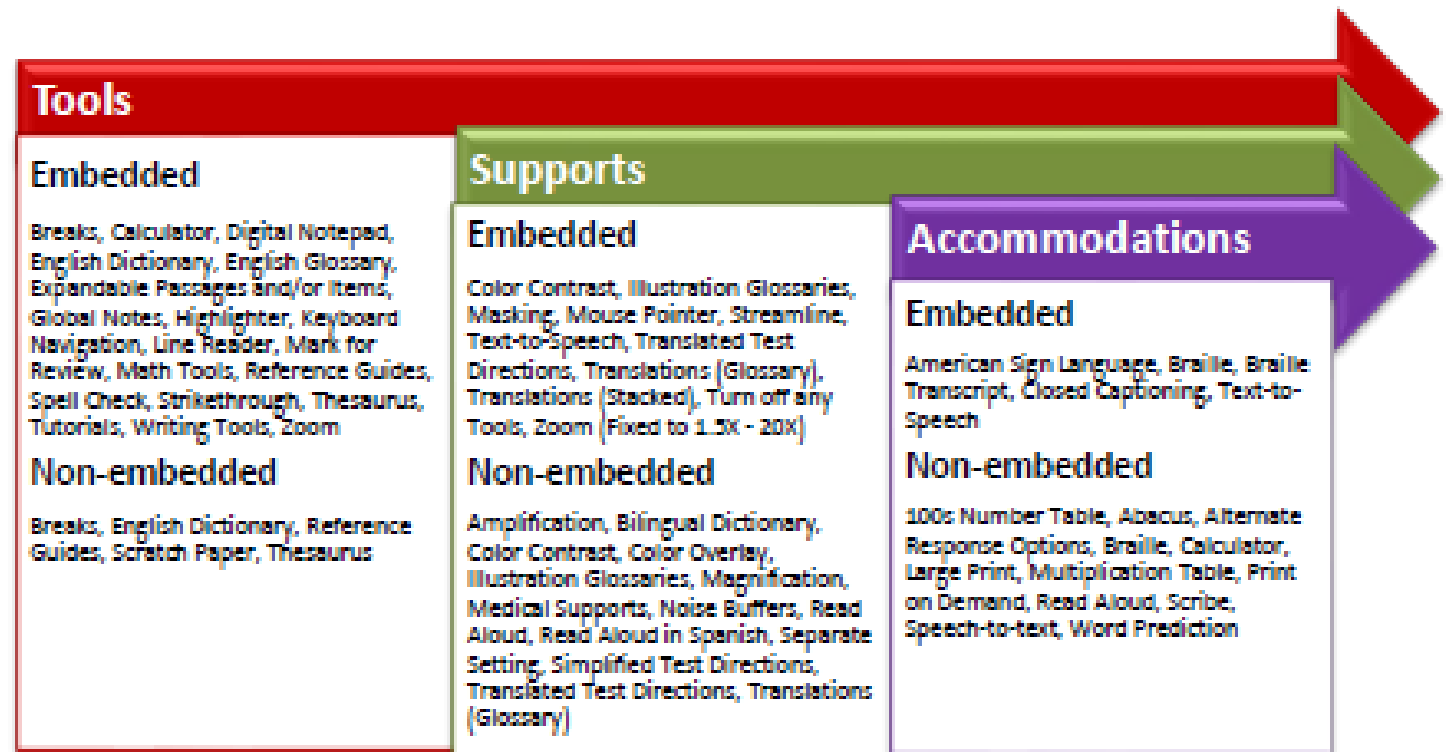
- For ALL students

- Level 2 – Designated Supports

- For SOME students

- Level 3 – Documented Accommodations

- For a FEW students



LEVEL I – TOOLS FOR ALL STUDENTS

Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Reference Guides, Spell Check, Strikethrough, Thesaurus, Writing Tools, Tutorials, Zoom

Non-embedded

Breaks, English Dictionary, Reference Guides, Scratch Paper, Thesaurus

LEVEL I – TOOLS

- For all students
- Some provided
 - Digitally
 - Embedded
 - Within testing environment
 - Separately
 - Non-embedded
 - Outside of the computer
- Can be turned off if tool is viewed as a distraction
- Should be using these tools in other digital environments so students are familiar with them

TOOLS PROVIDED FOR ALL STUDENTS

Embedded Tools

- Breaks
- **Calculator (grades 6-8 & 11) (Math & Science)**
- Digital Notepad
- English Dictionary (for ELA performance task full write)
- English Glossary
- Expandable Passages
- Global Notes (for ELA performance tasks)
- Highlighter
- Keyboard Navigation
- Line Reader
- Mark for Review
- Math Tools (Science if applicable)
- Reference Guides (Science)
- Spell Check (for ELA items)
- Strikethrough
- Thesaurus (for ELA performance task full writes)
- **Tutorial**
- Writing Tools
- Zoom (can be set at a larger font in TIDE – test information distribution engine)

TOOLS PROVIDED FOR ALL STUDENTS

Non-Embedded Tools

- Breaks
- English Dictionary (for ELA performance task full writes)
- **Reference Guides (Science) for paper pencil test only**
- Scratch Paper
- Thesaurus (for ELA performance task full writes)

LEVEL 2 – DESIGNATED SUPPORTS FOR SOME STUDENTS

Tools	
Embedded Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Reference Guides, Spell Check, Strikethrough, Thesaurus, Writing Tools, Tutorials, Zoom Non-embedded Breaks, English Dictionary, Reference Guides, Scratch Paper, Thesaurus	Supports Embedded Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-Speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off any Tools, Zoom (Fixed to 1.5X - 20X) Non-embedded Amplification, Bilingual Dictionary, Color Contrast, Color Overlay, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

LEVEL 2 – DESIGNATED SUPPORTS

- For any student for which a need has been indicated
 - by an educator or
 - a team of educators with parent/guardian and/or student
 - A process used to identify needs
 - RTI (Response to Intervention)
 - MTSS (Multi-Tiered System of Support)
 - SAT (Student Assistance Team)
 - TAT (Teacher Assistance Team)
 - 504 Plan meeting
 - IEP (Individual Education Program)
 - LAP (Language Acquisition Plan)
- Currently **being used for instruction** and/or other assessment
- Identified prior to the assessment
- Activated prior to testing in the TIDE (Test Information Distribution Engine)



DESIGNATED SUPPORTS PROVIDED FOR SOME STUDENTS

Embedded Supports

- Color Contrast
- Illustration Glossaries (Math) – (fixed form)
- Masking
- Mouse Pointer (size & color)
- Streamline
- Text-to-speech (Grades 3-8, & I I for all Math, Science and ELA items)
- Translated test directions
- Translations (glossaries for math items)
- Translations (stacked for math items)
- Turn off universal tools
- Zoom (set to a larger default)



DESIGNATED SUPPORTS PROVIDED FOR SOME STUDENTS

Non-Embedded Supports

- Amplification (permissive mode must be enabled)
- Bilingual dictionary (for ELA performance task full writes, Science)
- Color contrasts
- Color overlays
- Illustration Glossaries (Math paper/pencil assessments)
- Magnification (permissive mode may need to be enabled)
- Medical Support
- Noise Buffers
- Read aloud (Grades 3-8, & I I for all math & Science, and ELA items – not reading passages)
- Separate setting
- Simplified Test Directions
- Translated Test Directions (PDF of directions translated in the language read by an adult)
- Translations (glossaries for math items)

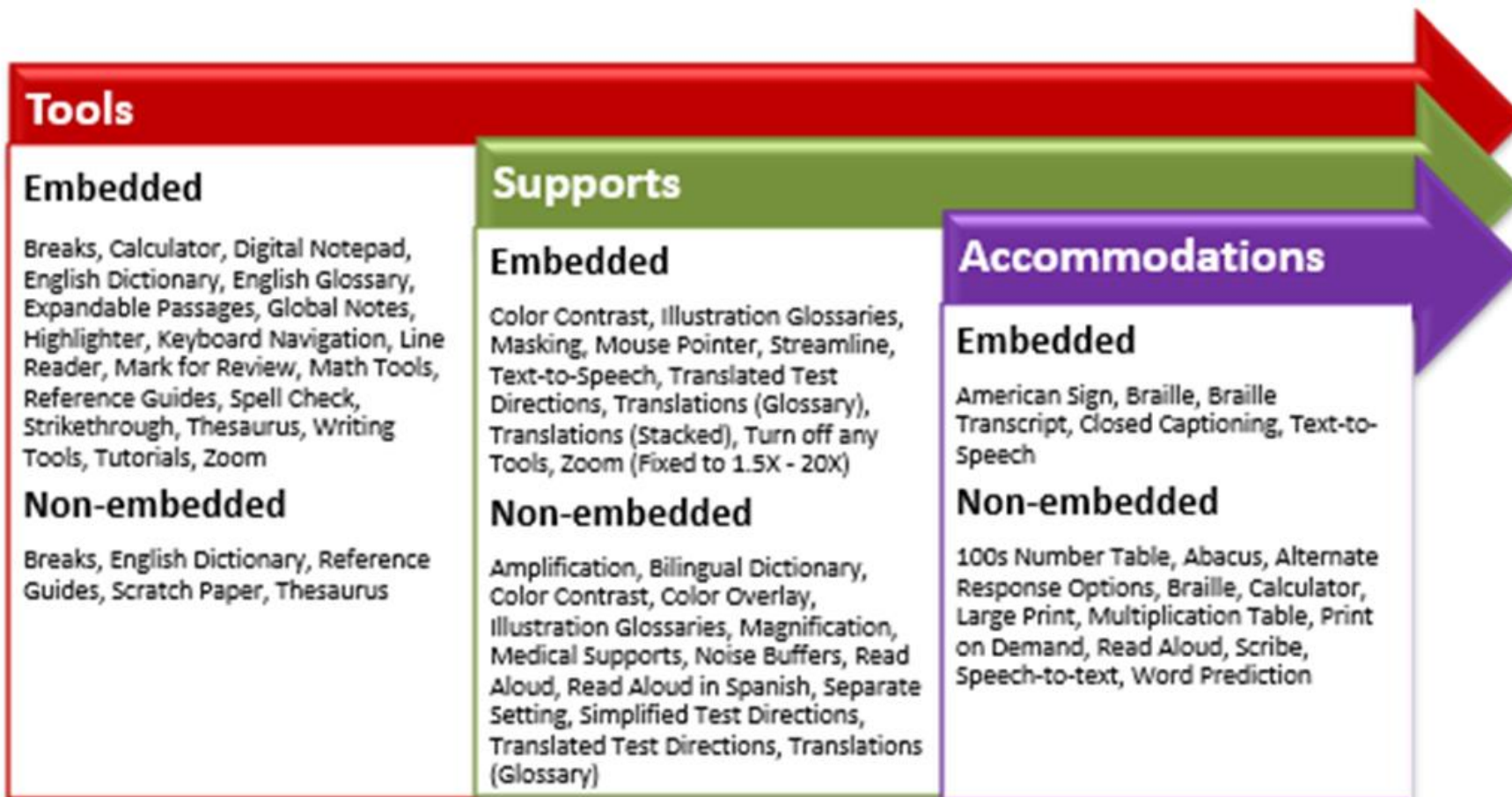


SIMPLIFIED DIRECTIONS

- Only the directions within the test administrator's manual may be simplified
- **NOTHING** on the student's screen may be reworded or simplified
- Test administrator's manual can be found in the resource section for the South Dakota Assessment Gateway - <https://sd.portal.cambiumast.com/users/educators/>

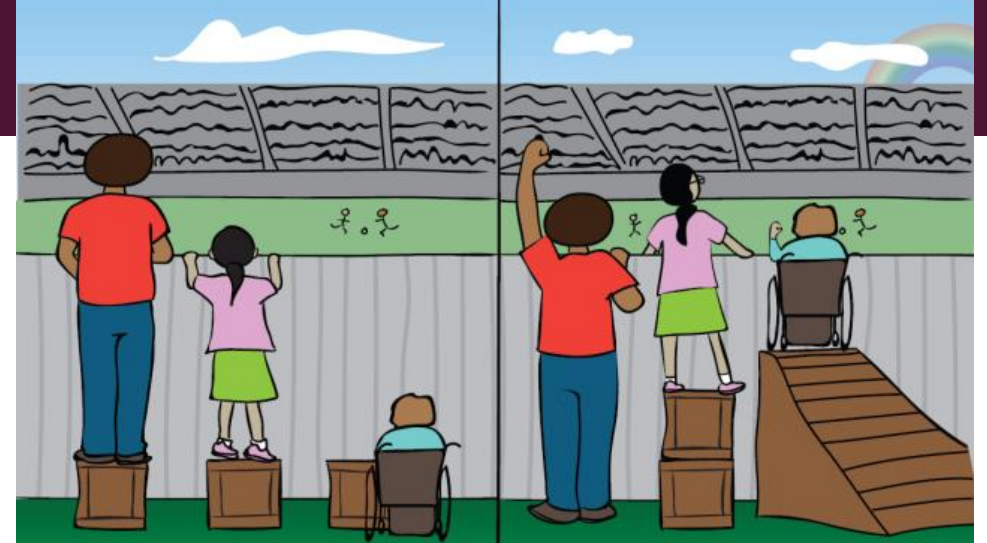


LEVEL 3 – DOCUMENTED ACCOMMODATIONS FOR FEW STUDENTS



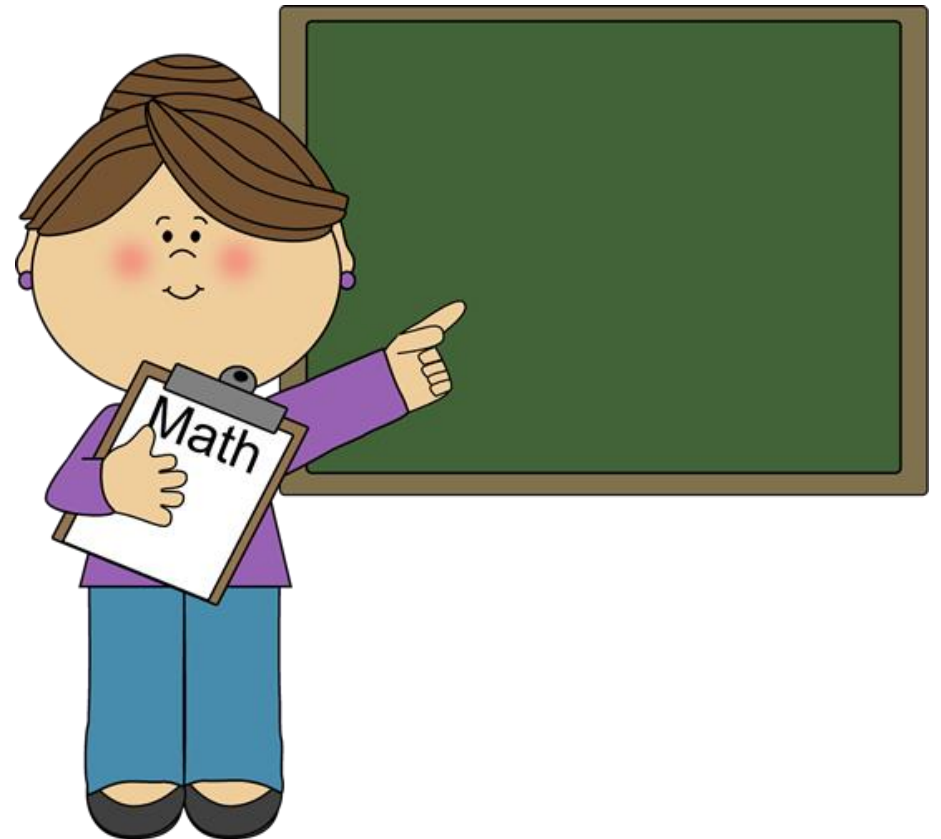
WHAT IS AN ACCOMMODATION?

- An Accommodation
 - a change in how the student accesses and demonstrates learning, such as:
 - Presentation
 - Setting
 - Timing
 - But does not change what the student is expected to learn or demonstrate.
- A Modification
 - changes what a student is expected to learn and demonstrate by changing the level, priority or content).



ACCOMMODATIONS

- Must be needed for instruction first
- Then decide if appropriate for assessment
 - Not all accommodations used for instruction are appropriate for assessments



LEVEL 3 – DOCUMENTED ACCOMMODATIONS

- Documented need for the support such as an IEP or a 504 plan
 - Decisions made by a team
 - Information must be entered in the TIDE so they can be activated
- Exception may be a student who has a physical injury such as a broken hand or arm and can't use the computer
 - May use scribe
 - If they have experience using these supports

DOCUMENTED ACCOMMODATIONS FOR FEW STUDENTS

Embedded Accommodations

- American Sign Language (for ELA listening items and math items)
- Braille
- Braille Transcript (ELA listening passages)
- Closed Captioning (for ELA listening passages)
- Permissive Mode
- Text-to-speech (for ELA reading passages)

DOCUMENTED ACCOMMODATIONS FOR FEW STUDENTS

Non-embedded Accommodations

- 100s Number Table
- Abacus
- Alternate response options (may need to enable permissive mode)
- Braille (paper/pencil assessment)
- Calculator (Braille & Talking for calculator items only, grades 6-8, & 11)
- Large Print (Needs to be requested through DOE by Oct 1st)
- Multiplication Table (digits 1-12 facts)
- Print on demand (contact DOE)
- Read aloud (for ELA passages)
- Scribe
- Speech to text (need a voice recognition software and must enable permissive mode)
- Word Prediction (must have word prediction software and must enable permissive mode)

SCRIBE

- What scribe is
 - For students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
- What scribe is NOT
 - For those that type slowly
- Conditions for using scribe
 - Separate Setting
 - Certified staff
 - Trained with scribe protocol
 - Type exactly what student says
 - Student must check for edits
 - Scribe can't read it to students unless text-to-speech or read aloud has also been requested



THIS N' THAT



Appendix A: Summary of Tools, Designated Supports, and Accommodations

	Tools	Supports	Accommodations
<i>Embedded</i>	Breaks Calculator ¹ Digital Notepad English Dictionary ² English Glossary Expandable Passages Global Notes ³ Highlighter Keyboard Navigation Line Reader Mark for Review Math Tools ⁴ Reference Guides Spell Check Strikethrough Thesaurus ⁵ Writing Tools ⁶ Zoom	Color Contrast Illustration Glossaries ⁷ Masking Mouse Pointer Streamline Text-to-Speech ⁸ Translated Test Directions ⁹ Translations (Glossary) ¹⁰ Translations (Stacked) ¹¹ Turn off Any Tools Zoom (1.5X – 20X)	American Sign Language ¹² Braille Braille Transcript Closed Captioning ¹³ Text-to-Speech ¹⁴
<i>Non-embedded</i>	Breaks English Dictionary ¹⁵ Reference Guides Scratch Paper Thesaurus ¹⁶	Amplification Bilingual Dictionary ¹⁷ Color Contrast Color Overlay Illustration Glossary ¹⁸ Magnification Medical Supports Noise Buffers Read Aloud ¹⁹ Read Aloud in Spanish ²⁰ Separate Setting Simplified Test Directions Translated Test Directions Translations (Glossary) ²¹	100s Number Table ²² Abacus Alternate Response Options ²³ Braille ²⁴ Calculator ²⁵ Large Print Multiplication Table ²⁶ Print on Demand Read Aloud ²⁷ Scribe ²⁸ Speech-to-Text Word Prediction

SPECIAL ED OR 504 PLAN

- In Campus must mark 504 if on a 504 to receive accommodation
- In Campus must have a current sped record to receive accommodations


Dix, Chicks
Grade: 03 #188478224 DOB: 10/21/2009 Gender: F

Summary Enrollments Flags Assessment

Save Delete New Print Enrollment History

Alpena 36-1: 36001


Gifted
N: No

504 Plan 

Transportation Category

State Exclude Student in Foster Care

Special Ed Fields

Effective Date 08/19/2019 	Special Ed Program B: Severe Disabilities	Special Ed Category 0120: Self-Contained Classroom 0-39%
Primary Disability 530: Multiple Disabilities		Multiple Disability 1 560: Autism Spectrum Disorder
Multiple Disability 2 505: Emotional Disturbance		Multiple Disability 3
Multiple Disability 4		Multiple Disability 5

TEXT-TO-SPEECH/READ ALOUD ONE OR THE OTHER – NOT BOTH

Supports

- ELA – items
 - ELA PT (performance task) – all
 - Math – all
 - Science - all
-
- Only for those who need it
 - Not for all kids in classroom
 - May hinder not help

Accommodations

- ELA – passages
- Should be very few in the state
- Print disability
- Documented on IEP
- Receiving intensive instruction and interventions in fundamental reading
- Requires specialized formats for reading

TASKS THAT MAY BE REQUIRED

- Speech-to-text (student reads into computer that does the typing) – need to have a stand-alone voice recognition program
- Magnification devices – for students with a visual impairment and students with a hearing impairment
 - Enable the permissive mode
- Other Assistive Technology devices that may need to interact with the test platform

ACCOMMODATIONS ENABLED AT STATE LEVEL

- Reading Passages accommodation (text-to-speech or read aloud – document needed)
- Print on Demand (document needed)
- Permissive mode (email)
- Non-embedded accommodations (email)
- When?
 - By Feb 1st (soft deadline, but do need time to get into system and will depend on how many are received)

1. The expand button
2. Reading Passages for ELA forms
3. Special Accommodation Consideration For
4. Print on Demand Form

<https://doe.sd.gov/Assessment/>

Office Of Assessment

The goal of the SD Department of Education is that all high school students graduate college, career, and life ready. To this aim, the South Dakota assessment system is designed to provide districts, schools, and parents with the information they need to ensure that their students remain on track to reach this goal. South Dakota public school students participate in annual summative testing in English language arts and mathematics and the results of these tests are included in the state accountability system. In addition to annual tests in English language arts and mathematics, South Dakota requires assessment of science and writing annually and provides schools and teachers with resources to utilize other assessments to help identify strengths and areas for improvement.

South Dakota Assessment Gateway

- SD ELA and Math, Science, and Science-Alt Assessments
- Please update your bookmark as the web address has changed

2020-21 Key Assessment Milestones Calendar

20-21 New Assessment Coordinator Resources

- Webinar 1 – Required Assessments and Expectations [Video](#) | [ppt](#)
- Webinar 2 – Navigating the Online Assessment System & Handling Accommodations [Video](#) | [ppt](#)
- Webinar 3 – Using Assessments to Enhance Instruction [Video](#) | [ppt](#)
- Webinar 4 – Test Administration, Field Advice, and Q&A [Video](#) | [ppt](#)

Name of Required Assessment	Tested Grade Level	2020-21 Test Window (all dates are tentative)
SD ELA and Math General Education Assessments Subject: English language arts, Math	3-8, 11	March 8 – May 7, 2021
SD ELA and Math Alternate Assessments Subject: English language arts, Math	3-8, 11 Students with most severe cognitive disabilities	March 15 – April 30, 2021
South Dakota Science Subject: Science	5, 8, 11	March 8 – May 7, 2021
South Dakota Science Alt Subject: Science	5, 8, 11 Students with most severe cognitive disabilities	March 8 – May 7, 2021
National Assessment of Educational Progress (NAEP) Subject: Reading, Math, (every other year)	4 and 8	Postponed to Spring 2022
WIDA EL Assessments (ACCESS) Subject: Reading, Writing, Speaking, and Listening	K-12	Jan. 25 – Mar 12, 2021
Home School Students Subject: Reading and Math	4, 8, and 11	March 22-April 16, 2021 (state provided assessment)

1

Important Testing Documents

4

2

Reading Passages (Gr 3-5)

Reading Passages (Gr 6-11)

3

Special Accommodation Consideration

Print on Demand

READING PASSAGE ALOUD

Signatures are still needed

SBAC Reading Passages Read Aloud/Text-to-Speech (Grades 3-5)

District: [Click here to enter text.](#) **School:** [Click here to enter text.](#) **School Year:** [Click here to enter text.](#)

Student Name: Click here to enter text.	SIMS: Click here to enter text.	Grade: Choose an item.
Special Ed Teacher: Click here to enter text.	Disability: Click here to enter text.	
<input type="checkbox"/> IEP or <input type="checkbox"/> 504 Plan	<input type="checkbox"/> Text-to-Speech (computer read)	or <input type="checkbox"/> Read Aloud (human reader)

The text-to-speech or human read aloud accommodations are intended to provide access for a very small number of students for printed or written texts for Reading Passages. These students have print-related disabilities and otherwise would be unable to participate in the state assessment. This accommodation is **NOT** intended for students reading moderately below grade level. Schools should use a variety of sources as evidence when making accommodation decisions.

Please provide a brief explanation of the student's need for the text-to-speech or read aloud accommodation for reading passages. Include in the explanation information from evaluations, present levels of performance, services and supports, and/or goal, as well as what interventions have been provided and the outcome of those interventions.

[Click here to enter text.](#)

Assurances: Please check mark each assurance.

- ☐ I assure the student has:
- Blindness or a significant visual impairment and has not yet learned (or is unable to use) Braille, or
 - A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so
- ☐ I assure there is documentation in the current IEP of:
- Remedial reading services
 - The student's current reading skills
 - IEP goals related to reading development
 - Other accommodations or supplementary aids and/or services provided to the student to support reading instruction
- ☐ I assure the student receives:
- Ongoing intensive instruction and/or interventions in foundational reading skills
- ☐ I assure the student:
- Requires specialized formats including text-to-speech or read aloud for all content areas in which reading is required (such as belongs to Bookshare or a similar organization or computer based textbooks from publisher)

Sped Director or 504 Coordinator	Date	Assessment Coordinator	Date
----------------------------------	------	------------------------	------

DUE: February 1

Please send to:	Beth Schiltz, Program Specialist SD DOE, Special Education 800 Governors Drive Pierre, SD 57501	OR	Email to: Beth.Schiltz@state.sd.us
		OR	Fax to: (605) 773-3782

Note: All assurances must be agreed to (all boxes checked). Form content verification may be completed during onsite visits.

SBAC Reading Passages Read Aloud/Text-to-Speech (Grades 6-11)

District: [Click here to enter text.](#) **School:** [Click here to enter text.](#) **School Year:** [Click here to enter text.](#)

Student Name: Click here to enter text.	SIMS: Click here to enter text.	Grade: Choose an item.
Special Ed Teacher: Click here to enter text.	Disability: Click here to enter text.	
<input type="checkbox"/> IEP or <input type="checkbox"/> 504 Plan	<input type="checkbox"/> Text-to-Speech (computer read)	or <input type="checkbox"/> Read Aloud (human reader)

The text-to-speech or human read aloud accommodations are intended to provide access for a very small number of students for printed or written texts for Reading Passages. These students have print-related disabilities and otherwise would be unable to participate in the state assessment. Schools should use a variety of sources as evidence when making accommodation decisions.

Please provide a brief explanation of the student's need for the text-to-speech or read aloud accommodation for reading passages. Include in the explanation information from evaluations, present levels of performance, services and supports, and/or goals as well as how the accommodation is being used in the classroom.

[Click here to enter text.](#)

Assurances: Please check mark each assurance.

- ☐ I assure the student has:
- Blindness or a significant visual impairment and has not yet learned (or is unable to use) Braille or
 - A disability that prevents him or her from accessing printed text
- ☐ I assure there is documentation of:
- Other accommodations or supplementary aids and/or services provided to the student to support reading instruction
- ☐ I assure the student receives:
- Ongoing instruction and/or interventions in reading skills
- ☐ I assure the student:
- Requires specialized formats including text-to-speech or read aloud for all content areas in which reading is required (such as belongs to Bookshare or a similar organization or computer based textbooks from publisher)

Sped Director or 504 Coordinator	Date	Assessment Coordinator	Date
----------------------------------	------	------------------------	------

DUE: February 1

Please send to:	Beth Schiltz, Program Specialist SD DOE, Special Education 800 Governors Drive Pierre, SD 57501	OR	Email to: Beth.Schiltz@state.sd.us
		OR	Fax to: (605) 773-3782

Note: All assurances must be agreed to (all boxes checked). Form content verification may be completed during onsite visits.

PRINT ON DEMAND

SBAC Print on Demand Request

District: [Click here to enter text.](#) School: [Click here to enter text.](#) School Year: [Click here to enter text.](#)

Student Name: Click here to enter text.		SIMS: Click here to enter text.		Grade: Choose an item.	
Special Ed Teacher: Click here to enter text.		Disability Category Click or tap here to enter text.		<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Other (explain below)	
ELA <input type="checkbox"/> Items <input type="checkbox"/> Passages <input type="checkbox"/> Items & Passages		ELA-PT <input type="checkbox"/> Items <input type="checkbox"/> Passages/Stimuli <input type="checkbox"/> Items & Passages/Stimuli		Math <input type="checkbox"/> Items <input type="checkbox"/> Stimuli <input type="checkbox"/> Items & Stimuli	
				Science <input type="checkbox"/> Items <input type="checkbox"/> Stimuli <input type="checkbox"/> Items & Stimuli	

Please provide an explanation regarding why Print on Demand is needed. The explanation should include information from evaluations, present levels of performance, services and supports, goals and/or and circumstances for which Print on Demand is needed.

[Click here to enter text.](#)

Assurances: Please check mark each assurance.

- ☐ I assure that the IEP or 504 plan indicates the state assessment will be provided via a print version.
- ☐ I assure that a certified staff will administer the assessment.
- ☐ I assure that a certified staff will act as a scribe, entering the student's information from the printer version of the item into the online delivery system.
- ☐ I assure that the certified staff acting as scribe has been trained according to the Scribe Protocol. (<https://doe.sd.gov/Assessment/SMARTERbalanced.aspx> in the Designated Supports and Accommodations Information section)
- ☐ I assure that a location with a printer and shredder has been dedicated for printing and destruction of the assessment.
- ☐ I assure that a certified staff has been assigned to wait by the printer for the item, deliver the item to the student, and immediately shred the item once the answer has been entered into the online test delivery system.

Sped Director or 504 Coordinator	Date	Assessment Coordinator	Date
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DUE: February 1

Please send to:

Beth Schiltz, Program Specialist SD DOE, Special Education 800 Governors Drive Pierre, SD 57501	OR	Email to: Beth.Schiltz@state.sd.us
	OR	Fax to: (605) 773-3782

Note: Form content verification may be completed during onsite visits.

PERMISSIVE MODE

- Must contact DOE to enable
- May be needed for Non-Embedded Supports and/or Accommodations that need to interact with the computer
 - Amplification
 - Magnification
 - Noise Buffers
 - Alternate Response Options
 - Speech-to-Text
 - Word Prediction

SPECIAL CONSIDERATIONS

State Assessment Special Accommodation Consideration Request

If your student on an IEP or 504 [plan](#) is currently using an accommodation not listed as an allowable standard accommodation for the state assessments, you may submit a request to use that accommodation during the state assessment administration. Please fill out the following form and submit to DOEAassessment@state.sd.us no later than **March 1**. The accommodation must be approved prior to start of the test window.

Remember, the student must have been using the accommodation during instruction prior to the state assessment administration and the student should be familiar with the required accommodation. If it is determined by the South Dakota Department of Education that your request for an accommodation will not invalidate the student's score, you will be instructed to use the accommodation. You will need to ensure that Infinite Campus indicates the student is on an IEP or 504 [plan](#). If it is determined that your request is **actually for** a modification that would invalidate the student's score(s) instead of an accommodation, you should not use the accommodation/modification. All questions must be completed **in order for** your request to be considered. Responses will be e-mailed or faxed after receipt of the request.

Accommodations are changes made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment.

Modifications are changes in what a student is expected to know. Modifications alter the instruction level, content and/or performance expectations required of the student. Providing 2 answer choices when other students have 4 choices is a modification.

District/School: _____ Student SIMS number: _____
Your Name: _____ Position: _____
Phone Number: _____ E-Mail: _____

Before submitting this accommodation form, are you sure there are no allowable accommodations that might be used instead of the special accommodation requested?

☐ Yes ☐ No (If No, a [Special Accommodation](#) request is NOT appropriate)

1. Describe the accommodation you are requesting and explain how the accommodation levels the playing field for the student.

- Only submit for those accommodations not included for the state assessment but the student still uses for instruction
- Must have SD DOE approval before being used for assessment
- By Mar 1st – need time to consider before the assessment window opens




RESOURCES



AVAILABLE TOOLS

<https://doe.sd.gov/Assessment/SMARTERbalanced.aspx>

- SD Tools, Supports, and Accommodations Guidelines document (SD TSA)
- TIDE Settings Worksheet
- Accommodations Summary
- Read Aloud Protocol (has been updated)
- Scribe Protocol (has been updated)

 Designated Supports and Accommodations Information		
Designated Supports and Accommodation Information		
SD Accommodation Manual	SBAC Read Aloud Protocol	Read Aloud Protocol Training
South Dakota's Tools, Supports, and Accommodations (SD-TSA)	SBAC Scribing Protocol	Scribe Protocol Training
Reading Passages Accommodations	ISAAP Tool – Spreadsheet	Tools, Supports & Accommodations
Accommodations Summary	ISAAP - Online Tool	Reading Passages Accommodation
TIDE Settings Worksheet (updated)	SBAC Student Plan Worksheet	Assessment Workshop Training
State Assessment Accommodations Worksheet	SBAC Multiplication Table	SD Accommodations Manual Training
SBAC UAAG Supplement: Language Supports / (pdf)		

TIDE SETTINGS WORKSHEETS WORKSHEET

SD ELA, Math, & Science Assessment Supports and Accommodations TIDE – Test Settings

District: [Click here to enter text.](#) School: [Click here to enter text.](#) School Year: [Click here to enter text.](#)

Student Name: Click here to enter text.		SIMS: Click here to enter text.		Grade: Choose an item.
Special Ed Teacher: Click here to enter text.		Classroom Teacher: Click here to enter text.		
<input type="checkbox"/> IEP	<input type="checkbox"/> 504 Plan	<input type="checkbox"/> LAP Plan	<input type="checkbox"/> Other Supports Process	
IEP Date: Click here to enter text.		Disability: Click here to enter text.		

Mark the following tools, supports, and/or accommodations in TIDE (Test Information Distribution Engine) for this student for the English Language Arts (ELA), ELA-PT (Performance Task), mathematics, & science state assessment: (click on the text in each box to enable the [drop down](#) feature or mark the checkbox.)

Tools Embedded (UT)				
	ELA	ELA-PT	Mathematics	Science
Translation (Glossary)	English Glossary (UT)	English Glossary (UT)	English Glossary (UT)	
Zoom	1X	1X	1X	1X
Embedded Designated Supports (DS)				
	ELA	ELA-PT	Mathematics	Science
Color Contrast	Black on White	Black on White	Black on White	Black on White
Masking	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off
Mouse Pointer	System Default	System Default	System Default	System Default
Streamlined Mode	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off
Text To Speech	None	None	None	None
Non-Embedded Designated Supports (DS)				
	ELA	ELA-PT	Mathematics	Science
	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Magnification <input type="checkbox"/> Medical Support <input type="checkbox"/> Noise Buffers	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Bilingual Dictionary <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Magnification <input type="checkbox"/> Medical Support	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Glossary – Arabic <input type="checkbox"/> Glossary – Cantonese <input type="checkbox"/> Glossary – Filipino	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Glossary – Arabic <input type="checkbox"/> Glossary – Cantonese <input type="checkbox"/> Glossary – Filipino

- Word format
- Includes Science
- Now 3 pages
- Needs to be completed on a computer due to dropdowns

- PDF format
 - Can be printed and handed to teacher
- Can be printed
- 2-pages

Embedded Universal Toosl (UT)				Non-Embedded Designated Supports			
ELA	ELA-PT	M	S	ELA	ELA-PT	M	S
			Translation (Glossary)				Amplification (DS)
			No Glossary				Bilingual Dictionary (DS)
			English (default)				Color Contrast (DS)
			Arabic (DS)				Color Overlay (DS)
			Burmese (DS)				Glossary - Arabic (DS)
			Cantonese (DS)				Glossary - Burmese (DS)
			Filipina (DS)				Glossary - Cantonese (DS)
			Hmong (DS)				Glossary - Filipino (DS)
			Illustration (DS)				Glossary - Hmong (DS)
			Korean (DS)				Glossary - Illustration (DS)
			Mandarin (DS)				Glossary - Korean (DS)
			Punjabi (DS)				Glossary - Mandarin (DS)
			Russian (DS)				Glossary - Punjabi (DS)
			Somali (DS)				Glossary - Russian (DS)
			Spanish (DS)				Glossary - Somali (DS)
			Ukrainian (DS)				Glossary - Spanish (DS)
			Vietnamese (DS)				Glossary - Ukrainian (DS)
			Arabic & English (DS)				Glossary - Vietnamese (DS)
			Burmese & English (DS)				Magnification (DS)
			Cantonese & English (DS)				Medical Device (DS)
			Filipina & English (DS)				Noise Buffer (DS)
			Hmong & English (DS)				Read Aloud Items (DS)
			Illustration & English (DS)				Read Aloud Items - Spanish (DS)

ACCOMMODATIONS SUMMARY

- One page document
- List of tools, supports and accommodations
 - Brief summary for each

South Dakota ELA, Math, & Science Assessments

	Embedded	Non-Embedded
Universal Tools (available to all students)	<ul style="list-style-type: none"> - Breaks (unlimited, must adhere to pause rule) - Calculator (Math: grades 6-8 & 11, for specific items; Science) - Digital Notepad (item specific, does not save) - English Dictionary (for ELA performance task full-writes) - English Glossary (Math - item specific) - Expandable Passages (enlarges areas on screen) - Global Notes (for ELA perform task, saved from segment to segment) - Highlighter (does not save) - Keyboard Navigation (keyboard shortcuts) - Line Reader (allows students to track reading) - Mark for Review (flag items to return to at end of segment) - Math Tools (includes embedded ruler, embedded protractor – item specific; For Science when needed) - Reference Sheet (Science – formula sheet, periodic table) - Spell Check (ONLY indicates a misspelled word) - Strikethrough (allows students to gray out answers) - Thesaurus (For ELA performance task full writes) - Writing Tools (Example: bold, italic, underline, cut, paste, spell check,) - Zoom (enlarges the assessment) 	<ul style="list-style-type: none"> - Breaks (unlimited, must adhere to pause rule) - English Dictionary (For ELA performance tasks full-writes) - Reference Guides (for Science, periodic table, formula sheet) - Scratch Paper (ELA & Science – lined or plain white paper; Math – graph paper is acceptable at all levels; white board and marker is acceptable in replacement of scratch paper assuring it is wiped clean following the assessment) - Thesaurus (for ELA performance tasks full-writes)
Designated Supports (available for students with a need –enable in TIDE)	<ul style="list-style-type: none"> - Color Contrast (adjust screen background color and font color) - Illustration Glossary (for ELA and Math) - Masking (allows student to block out any content then deem nonessential or distracting) - Mouse Pointer (able to set to a larger size and change color) - Streamline (alternate format in which items are displayed below the stimuli) - Text-to-Speech (For Math & Science stimuli and items; and ELA items (not reading passages) computer reads to student) - Translated Test Directions (For math items) - Translations (Glossary) (For math items) - Translations (Stacked) (For math items) - Turn off Any Universal Tools (disable any tool that might be distracting and not needed or unable to be used by the student) - Zoom (Fixed to 1.5X – 20X) 	<ul style="list-style-type: none"> - Amplification (assistive technology used to amplify the listening section – must enable permissive mode) - Bilingual Dictionary (For ELA performance task full-writes; word to word dictionary) - Color Contrast (for paper copies of assessment) - Color Overlay (color transparency) - Illustration Glossary (ELA and Math) - Magnification (assistive technology used to magnify aspects of the assessment beyond the zoom capabilities – may need to enable permissive mode) - Medical Support (e.g. Glucose Monitor) - Noise Buffers (ear muffs, white noise, etc.) - Read Aloud (For Math & Science stimuli and items and ELA items (not passages); trained human reads assessment to student – must be one to one) - Read Aloud in Spanish (For math for EL student first year in country; trained human reads assessment to student – must be one to one) - Separate Setting - Simplified Test Directions (test administrator simplifies or paraphrases test directions from the test administrator's manual) - Translated Test Directions (ELA & Math - PDF of translated directions in supported languages read by bilingual human reader) - Translations (Glossary) (For math items on the paper-pencil test)
Accommodations (plan –enable in TIDE)	<ul style="list-style-type: none"> - American Sign Language (For ELA listening items and math items – ASL embedded video with human signer shown on screen) - Braille (Contracted and uncontracted braille available; nemeth code available for math) - Braille Transcript (of the closed captioning for the listening portion of the assessment; in contracted and uncontracted) - Closed Captioning (for ELA listening items; printed text appears on screen as video plays) - Text-to-Speech (ELA reading passages – computer reads reading passages to student) 	<ul style="list-style-type: none"> - 100s Number Table (For grades 4-8 & 11, math items – paper based table listing numbers 1-100) - Abacus (Math: in place of scratch paper for visually impaired students) - Alternate Response Options (Examples: adapted keyboards, large keyboards, StickyKeys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches – may need permissive mode enabled) - Braille (paper based assessment) - Calculator (Braille/talking calculators) (For calculator-allowed items only in grades 6-8 & 11) - Large Print (fixed paper assessment)

READ ALOUD AND SCRIBE PROTOCOLS

READ ALOUD GUIDELINES

June 27, 2019

When a student cannot access text-to-speech, an embedded resource available on the state assessment, the student may be eligible to work with a test reader. A test reader is a certified adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Guidelines for Read Aloud, Test Reader presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On the state assessments, test readers are allowable across all grades as a designated support for mathematics, science and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a documented accommodation in all grades (in addition to science, mathematics, and ELA items). Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment).

QUALIFICATIONS FOR TEST READERS

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be a certified staff, trained on the administration of the assessment, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

PREPARATION

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodation options and features available on the state assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the SD Tools, Supports, and Accommodations Guidelines. Test readers should be familiar with any assistive technology or approved supports the student requires.

SCRIBING PROTOCOL FOR SMARTER BALANCED ASSESSMENTS

June 27, 2019

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable as a documented accommodation for ELA, math, and science.

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult who is familiar with the student, such as the certified teacher who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with state administration and security policies and procedures as articulated in test administration manuals, guidelines, and related documentation.

PREPARATION

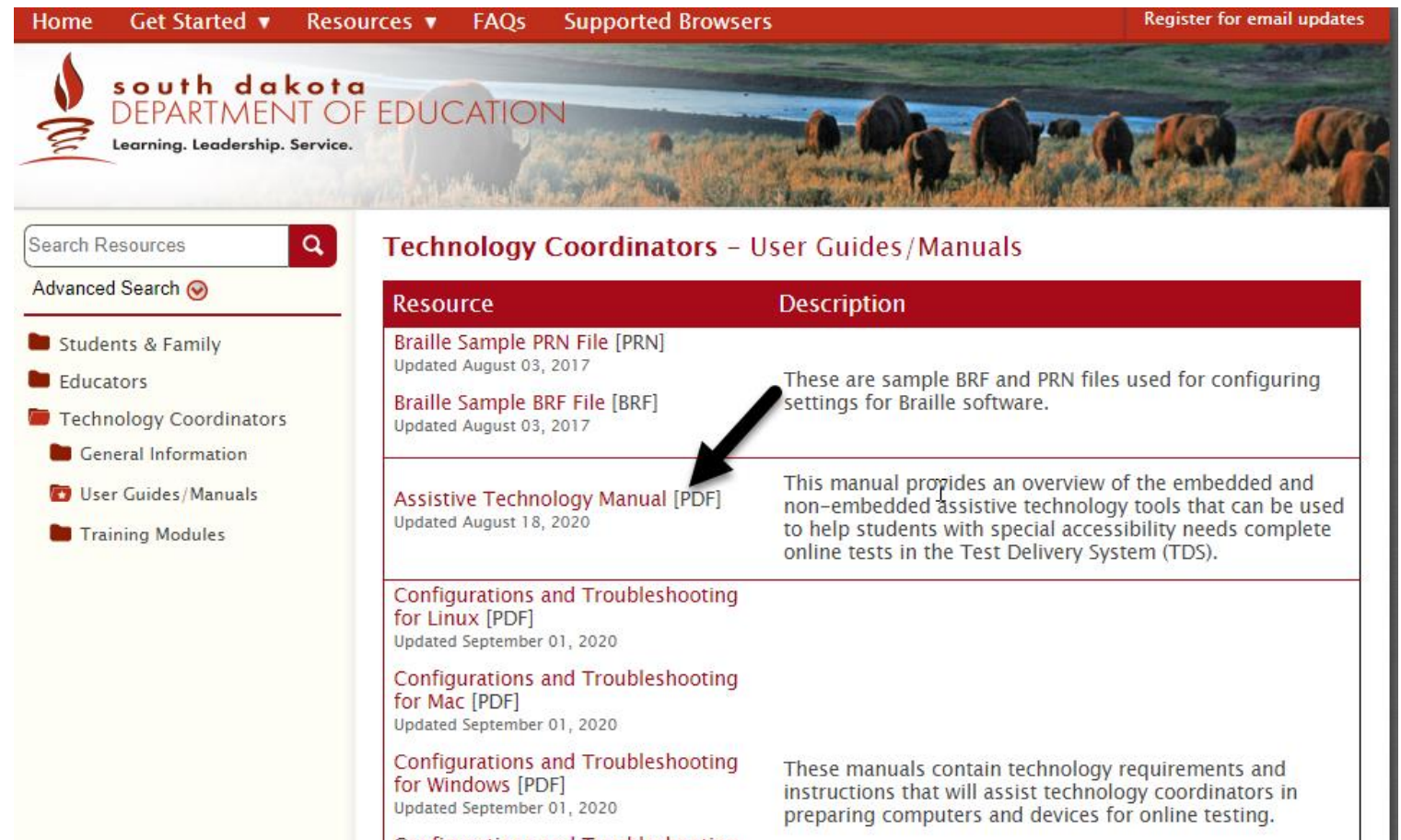
- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on the state assessments.
- Scribes should review the Scribing Protocol with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

GENERAL GUIDELINES

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.


ASSISTIVE TECHNOLOGY MANUAL


- <https://sd.portal.cambiumast.com/resources/user-guides-manuals-tc/>
- Provides information on how to set up some of the assistive technology programs



Home Get Started ▾ Resources ▾ FAQs Supported Browsers Register for email updates

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Search Resources 

Advanced Search 

- Students & Family
- Educators
- Technology Coordinators
 - General Information
 - User Guides/Manuals
 - Training Modules

Technology Coordinators – User Guides/Manuals

Resource	Description
Braille Sample PRN File [PRN] Updated August 03, 2017	These are sample BRF and PRN files used for configuring settings for Braille software.
Braille Sample BRF File [BRF] Updated August 03, 2017	
Assistive Technology Manual [PDF] Updated August 18, 2020	This manual provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with special accessibility needs complete online tests in the Test Delivery System (TDS).
Configurations and Troubleshooting for Linux [PDF] Updated September 01, 2020	These manuals contain technology requirements and instructions that will assist technology coordinators in preparing computers and devices for online testing.
Configurations and Troubleshooting for Mac [PDF] Updated September 01, 2020	
Configurations and Troubleshooting for Windows [PDF] Updated September 01, 2020	

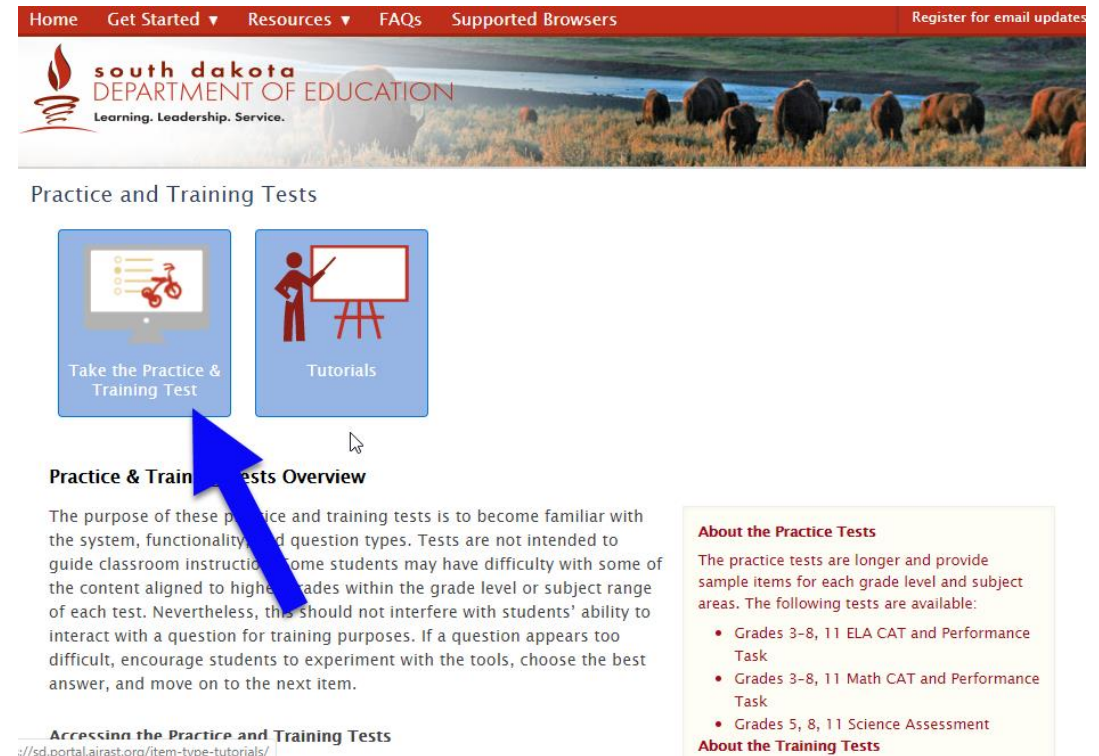
PRACTICE AND TRAINING TESTS

<https://sd.portal.cambiumast.com/>

Teacher Section



Students & Families Section





THINGS TO CONSIDER



WHAT IS YOUR DISTRICT PLAN FOR ENABLING SUPPORTS AND ACCOMMODATIONS?

- Who is responsible for enabling Supports and Accommodations in TIDE?
 - If it's you, who do you need to talk to about these?
 - What tools do you use to collect this information?
 - When will you collect this information
 - What is it being used for? (Instruction, Interims, Summative?)
- Who makes supports decisions? What about the accommodations?
- How will you let classroom teacher know what supports and accommodations should be marked in TIDE?
- Do teachers know how to check if supports and accommodations are properly marked?

HOW TO MARK AND CHECK TEST SETTINGS IN TIDE 101



BEFORE WE START

- Supports and accommodation do **NOT** carry over from year to year
- Districts decide who enters this information
- This portion was created for you to use after the workshop.

HOW TO MARK SUPPORTS AND ACCOMMODATIONS IN TIDE

- Login to TIDE
- <https://sd.portal.cambiumast.com/users/educators/>
- For training purposes I'm signed in as a DA (district administrator)

Login



[Forgot Your Password?](#)

Secure Login

First Time Login This School Year?

The password you used during the previous school year has expired.

[Request a new one for this school year.](#)

SEARCH BY STUDENT

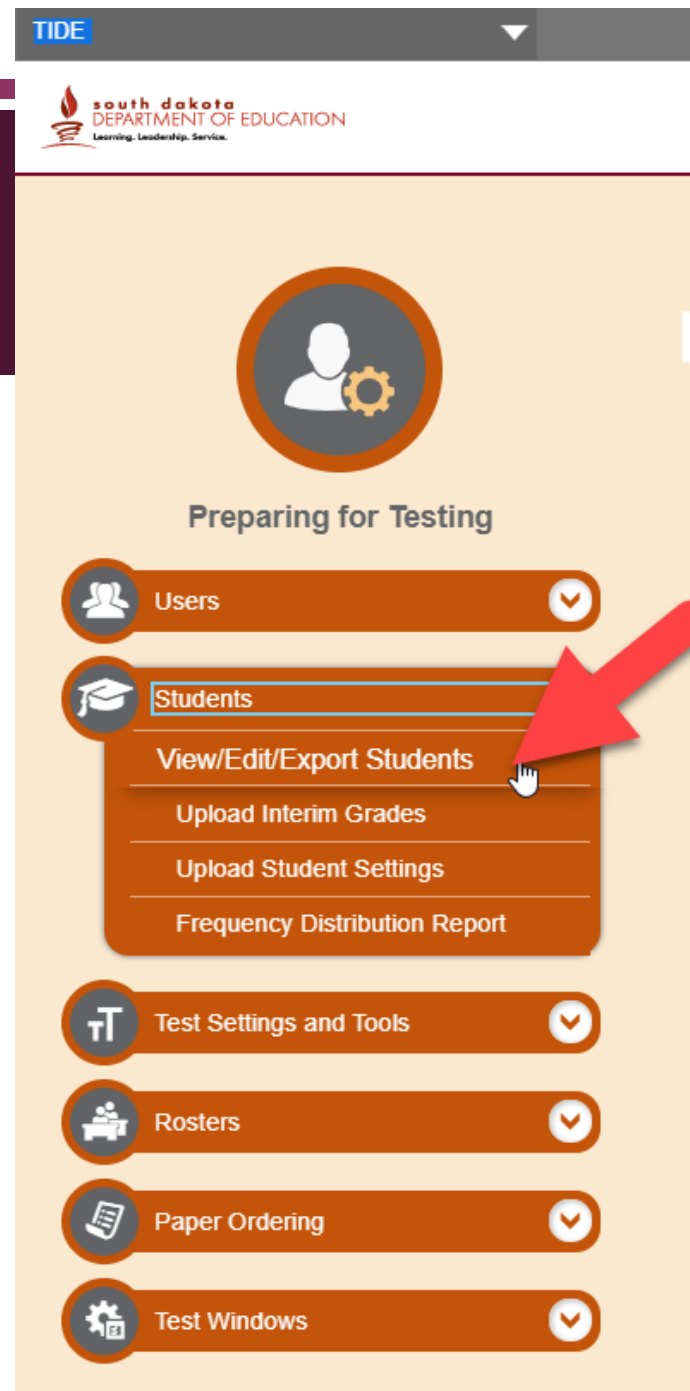
- If you know the student's state ID (or SSID #) type it in the upper right-hand corner (red arrow)
 - Must be 9 digits

The screenshot displays the TIDE interface, which is organized into three main vertical panels: "Preparing for Testing" (orange), "Administering Tests" (teal), and "After Testing" (light blue). The "Preparing for Testing" panel includes a list of options: Users, Students, Test Settings and Tools, Rosters, Paper Ordering, and Test Windows. The "Administering Tests" panel includes: Print Testing Tickets, Monitoring Test Progress, and Appeals. The "After Testing" panel includes: Data Cleanup. In the top right corner, there is a search bar labeled "Student ID/User Email" with a red arrow pointing to it. The top navigation bar includes the TIDE logo, the South Dakota Department of Education logo, and links for General Resources, Help, Inbox, Manage Account, and Log Out. The top right corner also displays the current administration year (SD 2020-2021) and the user's name (Schiltz, Beth (DA)).

SEARCH BY STUDENT

OR

- Click on
 - Student
 - View/Edit/Export Students



SEARCH BY STUDENT

1. Select the school or schools (can select one or more)
 - Then select one or more of the following criteria
2. Student's last name
3. Student's first name
4. Student's SSID (state ID)
5. Grade
6. Finally – select search

View/Edit/Export Students
Use this page to view, edit, or export students. [more info](#)

Search Students

*District: Polo Training District - 69

*School: Polo Elementary -03 - 69301_69301-03

Student's Last Name:

Student's First Name:

SSID:

Grade: None selected

Advanced Search

Search Fields: -- Select --

Add

Additional Criteria Chosen:

Remove All

Remove Selected

Search



OR

SEARCH BY SCHOOL

1. Select the school or schools (can select one or more)
2. Click the search button
 - Gives a list of all the students in the search

The screenshot shows the 'Search Students' interface. At the top, there are navigation tabs: 'Preparing for Testing', 'Administering Tests', and 'After Testing'. Below these are dropdown menus for 'Users', 'Students', 'Test Settings and Tools', 'Rosters', 'Paper Ordering', and 'Test Windows'. The main heading is 'View/Edit/Export Students', followed by a note: 'Use this page to view, edit, or export students. [more info](#)'. The 'Search Students' section has a dropdown for '*District:' set to 'Polo Training District - 69'. The '*School:' dropdown is open, showing a list of schools: 'Polo Elementary -03 - 69301_69301-03' (selected), 'Polo High School -01 - 69301_69301-01', and 'Polo Middle School -02 - 69301_69301-02'. A red arrow points from a box labeled '1' to the selected school. Below the school list is a 'Student's Last Name:' field and an 'Advanced Search' section with 'Search Fields:'. An 'Add' button is at the bottom left. On the right, there are input fields for 'First Name:', 'SSID:', and 'Grade:' (set to 'None selected'). Below these are 'Remove All' and 'Remove Selected' buttons. A red arrow points from a box labeled '2' to the 'Search' button at the bottom right.

Preparing for Testing Administering Tests After Testing

Users Students Test Settings and Tools Rosters Paper Ordering Test Windows

View/Edit/Export Students

Use this page to view, edit, or export students. [more info](#)

Search Students

*District: Polo Training District - 69

*School: Polo Elementary -03 - 69301_69301-03

Student's Last Name:

Advanced Search

Search Fields:

Add

First Name:

SSID:

Grade: None selected

Additional Criteria Chosen:

Remove All Remove Selected

Search





THEN

FIND STUDENT

- 1. Find your student
- 2. Click on the pencil icon

Number of students found: 80

Enter search terms to filter search results 

<input type="checkbox"/>	Edit	School Information		Student Information			
		District	School	Student's Last Name	Student's First Name	Student's Middle Name	Gender
<input type="checkbox"/>		69301	69301_69301-03	Smith	Jon		Male

2

1

STUDENT INFORMATION

This information imported from Infinite Campus, is **greyed out**, and can only be changed through Infinite Campus

1. Student name
2. Student SSID
3. Student's grade
4. IDEA Indicator (Is the student in Special Education)
5. Section 504 (Is the student on a 504 Plan)
6. Notice
7. Save button
8. Scroll bar

The screenshot shows a web form titled "View/Edit Student: Jonny Smith". At the top right are "Save" and "Cancel" buttons. A vertical sidebar on the left lists sections 1 through 9. The main form area is titled "Student Demographics" and contains various fields for student information. Red arrows with numbers 1 through 8 point to specific elements: 1 points to the "Student's Last Name" field, 2 points to the "*SSID" field, 3 points to the "*Grade" dropdown, 4 points to the "*IDEA Indicator" radio buttons, 5 points to the "*Section 504" dropdown, 6 points to the "Save" button, 7 points to the vertical scrollbar on the right, and 8 points to the "Go to section:" sidebar.

View/Edit Student: Jonny Smith

6 Save Cancel

Go to section: 1 2 3 4 5 6 7 8 9

Student Demographics

District: 69301 - Polo Training District - 69301

School: 69301_69301-03 - Polo Elementary -03

*LEP Status: ☐ Yes ☒ No

*Section 504: No

Language Code:

English Language Proficiency Level:

Migrant Status: ☐ Yes ☐ No

First Entry Date into a US School (MMDDYYYY):

Limited English Proficiency Entry Date (MMDDYYYY):

ALT Tester: ☐ Yes ☒ No

Temporary State Accommodation ☐ Yes ☐ No

Override:

Limited English Proficiency Exit Date (MMDDYYYY):

Medical Exemption: - Select -

Title III Language Instruction Program Type: - Select -

Primary Disability Type: - Select -

Reporting ID: SD1234628

Student's Last Name: Smith

Student's First Name: Jonny

Student's Middle Name:

*Gender: ☒ Male ☐ Female

BirthDate (MMDDYYYY): 08232001

*SSID: SD1234628

*Confirmation Code: Jonny

*Grade: 06

Paper Tester: No

District assigned student identifier:

*IDEA Indicator: ☒ Yes ☐ No

STUDENT INFORMATION

1. Embedded Tools
2. Embedded Designated Supports
3. Non-embedded Designated Supports
4. Embedded Accommodations
5. Non-embedded Accommodations
6. Scroll bar across (for each section if screen isn't showing all the information)
7. Scroll bar up/down (for information not showing on the screen)

Student: Jonny Smith

	ELA	ELA-PT	Mathematics
1 Embedded Tools	Zoom 1X	1X	1X
2 Embedded Designated Supports			
Color Contrast	Black on White	Black on White	Black on White
Masking	OFF	OFF	OFF
Mouse Pointer	System Default	System Default	System Default
Streamlined Mode	OFF	OFF	OFF
Text To Speech	None	None	None
3 Non-Embedded Designated Supports			
Non-Embedded Designated Supports	None	None	None
4 Embedded Accommodations			
Braille Type	Not Applicable	Not Applicable	Not Applicable
Closed Captioning	OFF	OFF	OFF
Permissive Mode	OFF	OFF	OFF
American Sign Language	OFF	OFF	OFF
Braille Transcript	OFF	OFF	OFF
Presentation/Language	English	English	English
Print On Demand	None	None	None
5 Non-Embedded Accommodations			
Non-Embedded Accommodations	None	None	None

ELA, ELA-PT, MATH, & SCIENCE

Designated Supports and Accommodations need to be marked for each subject area they are needed.

1. ELA (English, Language Arts) column
2. ELA-PT (English, Language Arts-Performance task) column
3. Math column
4. Scroll bar (to get to the Science column)

The screenshot shows the 'View/Edit Student: Jonny Smith' interface. It features a table with columns for 'ELA', 'ELA-PT', and 'Mathematics'. The table is divided into sections: 'Embedded Tools', 'Embedded Designated Supports', 'Non-Embedded Designated Supports', and 'Embedded Accommodations'. Red arrows and numbered boxes (1-4) highlight the subject area columns and the scroll bar.

	ELA	ELA-PT	Mathematics
Embedded Tools			
Zoom	1X		
Embedded Designated Supports			
Color Contrast	Black on White	Black on White	Black on White
Masking	OFF	OFF	OFF
Mouse Pointer	System Default	System Default	System Default
Streamlined Mode	OFF	OFF	OFF
Text To Speech	None	None	None
Non-Embedded Designated Supports			
Non-Embedded Designated Supports	None	None	None
Embedded Accommodations			
Embedded Accommodations			

DROP-DOWN BOXES

- Can only select one option per drop down
- If not greyed out districts can select the option

1. Drop-down arrow
2. Some options are embedded tools
3. Some options are designated supports

The screenshot displays a software interface with three main panels. The top panel, 'Embedded Tools', contains a table with columns for 'Embedded Tools', 'ELA', and 'ELA-PT'. The middle panel, 'Embedded Designated Supports', contains a table with columns for 'Embedded Designated Supports' and 'ELA-PT'. The bottom panel, 'Non-Embedded Designated Supports', is partially visible. A dropdown menu is open for the 'ELA' column in the 'Embedded Tools' panel, showing options: 'English Glossary', '1X', 'Embedded Tools', 'Designated Supports', '5X (Streamline required)', '10X (Streamline required)', '15X (Streamline required)', and '20X (Streamline required)'. Red arrows and numbers 1, 2, and 3 highlight the dropdown arrow, the 'Embedded Tools' option, and the 'Designated Supports' section respectively.

Embedded Tools	ELA	ELA-PT
Translation (Glossary) ?	English Glossary	English Glossary
Zoom ?	1X	1X

Embedded Designated Supports	ELA-PT
Color Contrast ?	Black on White
Masking ?	OFF
Mouse Pointer ?	System
Streamlined Mode ?	OFF
Text To Speech ?	None

Non-Embedded Designated Supports

ON/OFF SWITCH

1. Off is the default
2. Click to turn on

Added Designated Supports	ELA	ELA-PT
Color Contrast ?	Black on White	White
Masking ?	<div><div>ON</div></div>	<div><div>OFF</div></div>
Mouse Pointer ?	System Default	System Default
Streamlined Mode ?	<div><div>OFF</div></div>	<div><div>OFF</div></div>
Text To Speech ?	None	None

NON-EMBEDDED DESIGNATED SUPPORTS

1. Drop down arrow
2. Select as many as needed
3. None is the default
4. Scroll bar if more options are available

The screenshot displays a software interface for configuring 'Non-Embedded Designated Supports'. A dropdown menu is open, showing a list of support options. Red arrows and numbered boxes (1-4) highlight specific UI elements: 1 points to the dropdown arrow, 2 points to the 'None' option, 3 points to the 'None' option, and 4 points to the scrollbar. The interface includes sections for 'Non-Embedded Designated Supports' and 'Embedded Accommodations'.

Non-Embedded Designated Supports	ELA	ELA-PT
Non-Embedded Designated Supports ?	None	None

Embedded Accommodations	ELA	ELA-PT
Embedded Accommodations Type ?	Not	Not
Closed Captioning ?	OFF	OFF
Permissive Mode ?	OFF	OFF
American Sign Language ?	OFF	OFF

Options in the dropdown menu:

- ☒ None
- ☐ Amplification
- ☐ Color Contrast
- ☐ Color Overlay
- ☐ Magnification
- ☐ Medical Support
- ☐ Noise Buffers

GREYED OUT

If greyed out, must be enabled by the state

1. Greyed out
2. Greyed out
3. Greyed out
4. Save (DON'T FORGET TO SAVE, if you have made any changes) 😊

The screenshot shows a settings interface with several rows of options. The first three rows (Closed Captioning, Permissive Mode, American Sign Language) have 'OFF' buttons that are greyed out. The fourth row (Braille Transcript) also has a greyed-out 'OFF' button. The fifth row (Presentation/Language) has a dropdown menu set to 'English'. The sixth row (Print On Demand) has a dropdown menu set to 'None'. Below these is a section titled 'Non-Embedded Accommodations' with a table. The table has two columns: 'Non-Embedded Accommodations' and 'ELA'. The 'Non-Embedded Accommodations' column has a dropdown menu set to 'None'. The 'ELA' column has a dropdown menu set to 'None'. At the bottom of the form are two buttons: 'Save' and 'Cancel'. Red arrows and numbered boxes (1-4) point to the greyed-out buttons and the 'Save' button.

	Not Applicable	Not Applicable
Closed Captioning ?	OFF	
Permissive Mode ?	OFF	
American Sign Language ?	OFF	
Braille Transcript ?	OFF	
Presentation/Language ?	English	English
Print On Demand ?	None	None

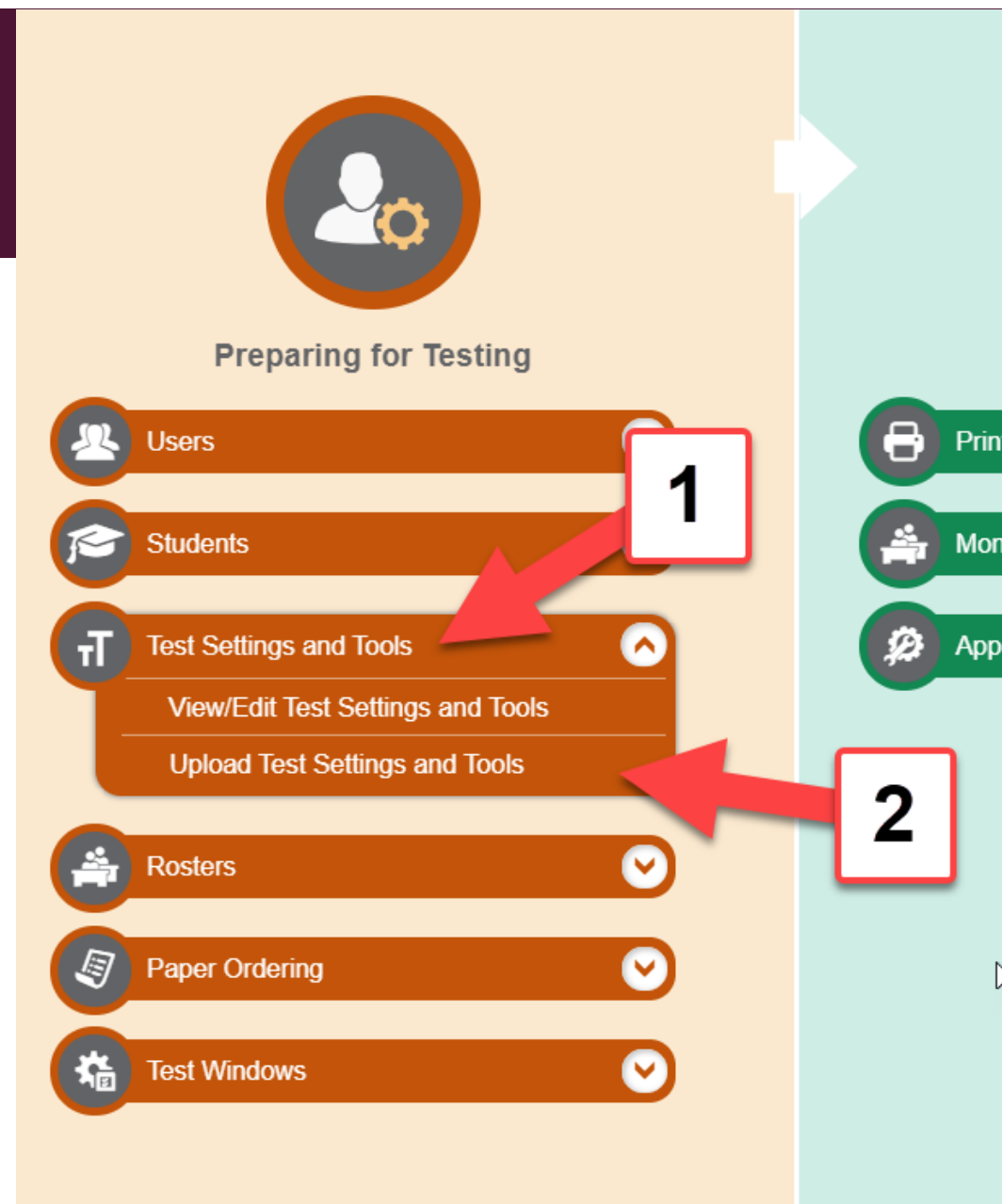
Non-Embedded Accommodations	ELA	ELA-P
Non-Embedded Accommodations ?	None	None

Save Cancel

ADDING A GROUP OF STUDENTS

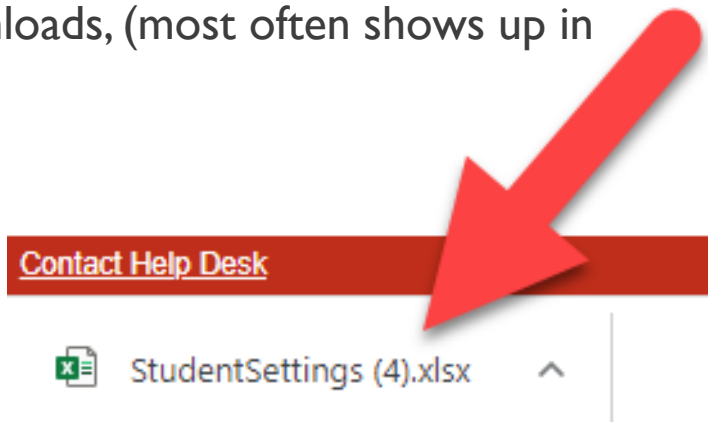
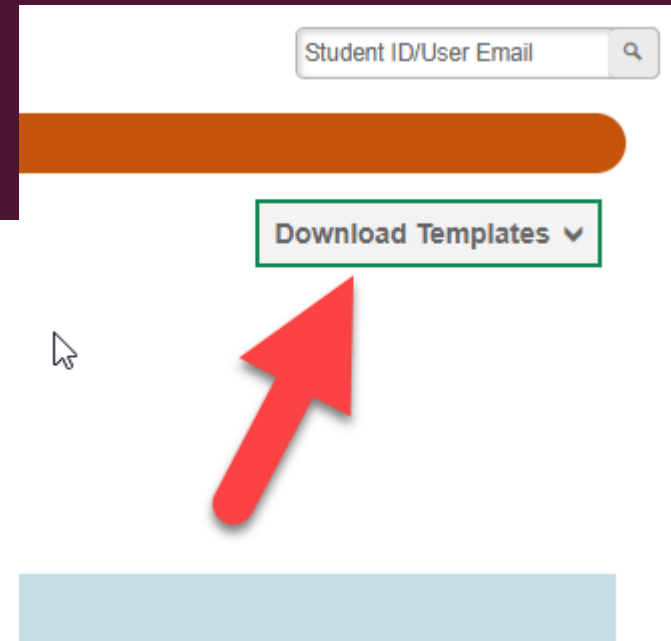
There is a way to add a group of students all at once.

1. Select Test Settings and Tools
2. Select Upload Test Settings and Tools



TEMPLATE

- Must download the template in the upper right-hand corner
 - CSV or
 - EXCEL
- Know where the template downloads, (most often shows up in the lower left-hand corner)



FILLING OUT THE SPREADSHEET

Must have a separate line for each support or accommodation needed for each subject area.

1. Must type in the student's SSID number (student state ID – must be 9 digits)
2. Drop down box for subject area – this generates which supports and accommodations are appropriate for that subject
3. Drop down box for tools name that is appropriate for that subject area
4. Scroll bar to see all that are available
5. Value for that support or accommodations – could be something as simple as on or off; or it could be the name of the support

Make sure to save the document with a name you will remember and a place you can find it.

The screenshot shows an Excel spreadsheet with the following data:

	SSID	Subject	Tool Name	Value
2	123456789	ELA	Non-Embedded Designated Supports	Separate Setting
3	123456789	Mathematics	Non-Embedded Designated Supports	Separate Setting
4	123456789	Science		

The dropdown menu for the 'Tool Name' column in row 4 is open, showing the following options:

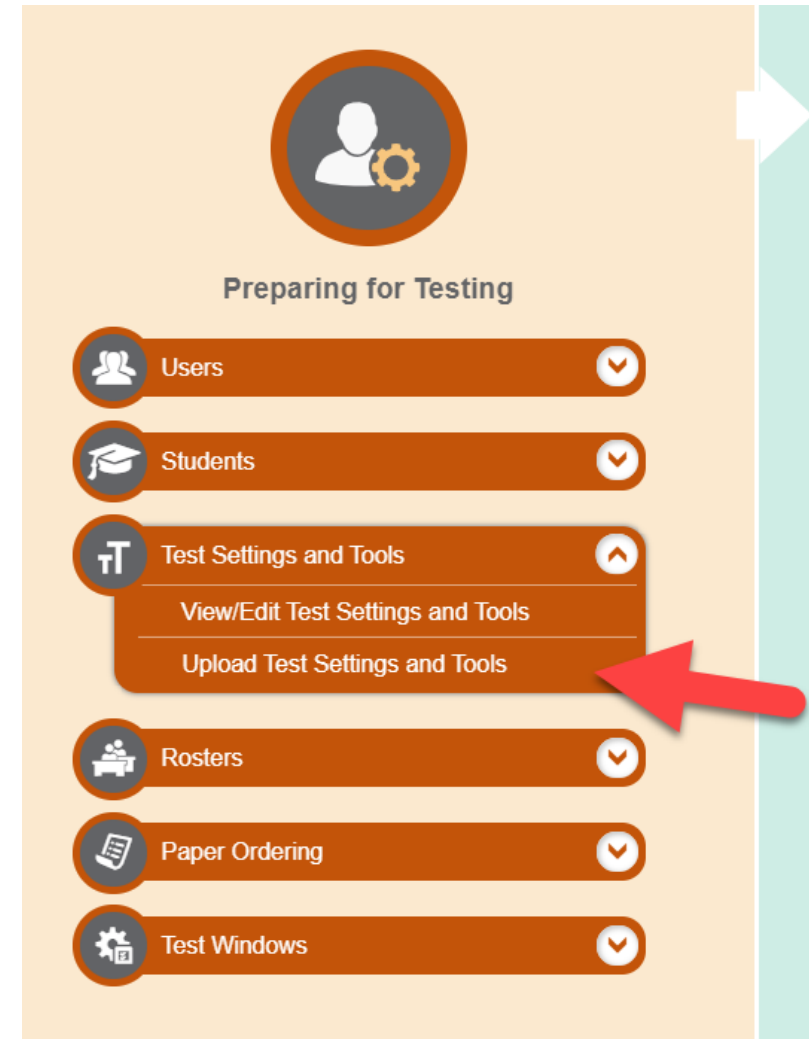
- Masking
- Mouse Pointer
- Non-Embedded Accommodations
- Non-Embedded Designated Supports
- Permissive Mode
- Presentation/Language
- Print on Demand
- Streamline

Red arrows and numbers 1 through 5 indicate the steps for filling out the spreadsheet:

1. Enter the student's SSID number in the SSID column.
2. Select the subject area from the dropdown box in the Subject column.
3. Select the tool name from the dropdown box in the Tool Name column.
4. Scroll through the dropdown list to see all available options.
5. Enter the value for that support or accommodation in the Value column.

UPLOAD SUPPORTS AND ACCOMMODATIONS FILE

- Go back to the Test Settings and Tools – Select 'Upload Test Settings and Tools'



UPLOAD TEMPLATE

This is a 4-step process –

Step 1 – Upload File

1. Click on browse (make sure to remember where you saved the file)
2. Notice the file is listed
3. Click next

The screenshot shows the 'Upload Student Settings' interface. At the top, there are navigation tabs: 'Preparing for Testing' (selected), 'Administering Tests', and 'After Testing'. Below these are sub-tabs: 'Users', 'Students', 'Test Settings and Tools' (selected), 'Rosters', 'Paper Ordering', and 'Test Windows'. A progress bar indicates four steps: '1. Upload' (active), '2. Preview', '3. Validate', and '4. Confirmation'. The main heading is 'Upload Student Settings'. Below it, an information icon and text state: 'Use this page to upload a file of students' test settings and tools you want to add or modify.' with a 'more info' link. The current step is 'Step 1: Upload File'. A file 'StudentSettings (1).xlsx' is listed in a box. To the right of the file list is a green 'Browse' button. Below the file list is a light blue bar with a '+' icon and the text 'Upload History'. At the bottom right, there is a 'Next' button. Three numbered callouts are present: '1' points to the 'Browse' button, '2' points to the file 'StudentSettings (1).xlsx', and '3' points to the 'Next' button.

VERIFY THE FILE IS CORRECT

Step 2 – Preview information

- Asks you to verify if file is correct
- Hit the next button
- This may take a couple of minutes to complete

Users ▾ Students ▾ Test Settings and Tools ▾ Rosters ▾ Paper Ordering ▾ Test Windows ▾

Upload Student Settings

1. Upload 2. Preview 3. Validate 4. Confirmation

i Verify you uploaded the correct file. Click **Next**. If the values in the columns are incorrect, try re-creating your upload file using one of the available templates from the previous Upload Test Settings and Tools page.

Step 2: Preview

Row Number	SSID	Subject	Tool Name	Value
1	SD1234628	ELA	Streamline	Separate Setting
2	SD1234628	Mathematics	Non-Embedded Designated Supports	Separate Setting
3	SD1234628	Science	Non-Embedded Accommodations	Scribe
4	SD1234628	ELA	TTS	Passages and Items
5	SD1234628	ELA-PT	Non-Embedded Accommodations	Scribe
6	SD1234628	Science	TTS	Stimuli and Items

Next Cancel

UPLOAD ERRORS

Step 3 - Validate

There are 4 upload **errors** with the file

1. Show the row number for **the error** (line 1)
2. Tool name is streamline
3. Value is separate setting which doesn't match streamline
4. Non-embedded accommodation – must be set at the state level and this is a district level account
5. Same as 4 – a non-embedded accommodation
6. TTS (text-to-speech for ELA) –
7. For Passages and Items (this accommodation need to be set at the state level after the form has been filled out)
8. Upload revised file once you have made the changes/corrections

Preparing for Testing | Administering Tests | After Testing

Users | Students | Test Settings and Tools | Rosters | Paper Ordering | Test Windows

Upload Student Settings

1. Upload | 2. Preview | 3. Validate | 4. Confirmation

Download Validation Report

Review the validation results, then click **Continue with Upload**. [more info](#)

Step 3: Validate

Legend: Error: The file can be uploaded, but this row will not be included. Warning: This field is invalid, but the row will be uploaded.


Row Number	SSID	Subject	Tool Name	Value
1	SD1234628	ELA	Streamline	Separate Setting
3	SD1234628	Science	Non-Embedded Accommodations	Scribe
4	SD1234628	ELA	TTS	Passages and Items
5	SD1234628	ELA-PT	Non-Embedded Accommodations	Scribe

Continue with Upload | Upload Revised File | Cancel

UPLOAD REVISED FILE

- By clicking the upload revised file button, you get a screen for you to find the file
- Click submit once you have found your file – again, this may take a couple of minutes so be patient

1 click **Continue with Upload.** [more info](#)



Upload Revised File

Select a revised file.

StudentSettings (1).xlsx

Browse

Submit

Cancel

VALIDATE

Step 3 – Validate (until it is correct)

1. Asks you to review the validation results
2. Shows this is Step 3
3. Show the validation results of 6 correct files
4. Shows there are not excluded records
5. Hit the continue with upload button

Preparing for Testing | Administering Tests | After Testing

Student ID/User

Users ▾ | Students ▾ | Test Settings and Tools ▾ | Rosters ▾ | Paper Ordering ▾ | Test Windows ▾

Upload Student Settings

1. Upload | 2. Preview | 3. Validate | 4. Confirmation

1 Review the validation results, then click **Continue with Upload**. [more info](#)

Step 3: Validate

2

3

4

5

6 record(s) will be committed.
0 record(s) will be excluded.
Your file has no errors. Click **Continue with Upload** to continue the upload process.

Continue with Upload | Upload Revised File | Cancel

UPLOAD CONFIRMATION

Step 4 - Confirmation

1. Shows step 4 – confirmation
2. Shows that 6 records were uploaded
3. Asks if you want to upload another file

The screenshot displays the 'Upload Student Settings' workflow. At the top, there are three main tabs: 'Preparing for Testing' (active), 'Administering Tests', and 'After Testing'. Below these are several sub-tabs: 'Users', 'Students', 'Test Settings and Tools', 'Rosters', 'Paper Ordering', and 'Test Windows'. The 'Upload Student Settings' section is highlighted, showing a progress bar with four steps: 1. Upload, 2. Preview, 3. Validate, and 4. Confirmation. Step 4 is currently active. Below the progress bar, the text 'Step 4: Confirmation' is displayed. A message box shows 'Results: 6 records are committed.' At the bottom right, there is a button labeled 'Upload New File'.

1. Upload Student Settings

1. Upload 2. Preview 3. Validate 4. Confirmation

Step 4: Confirmation

Results: 6 records are committed.

Upload New File

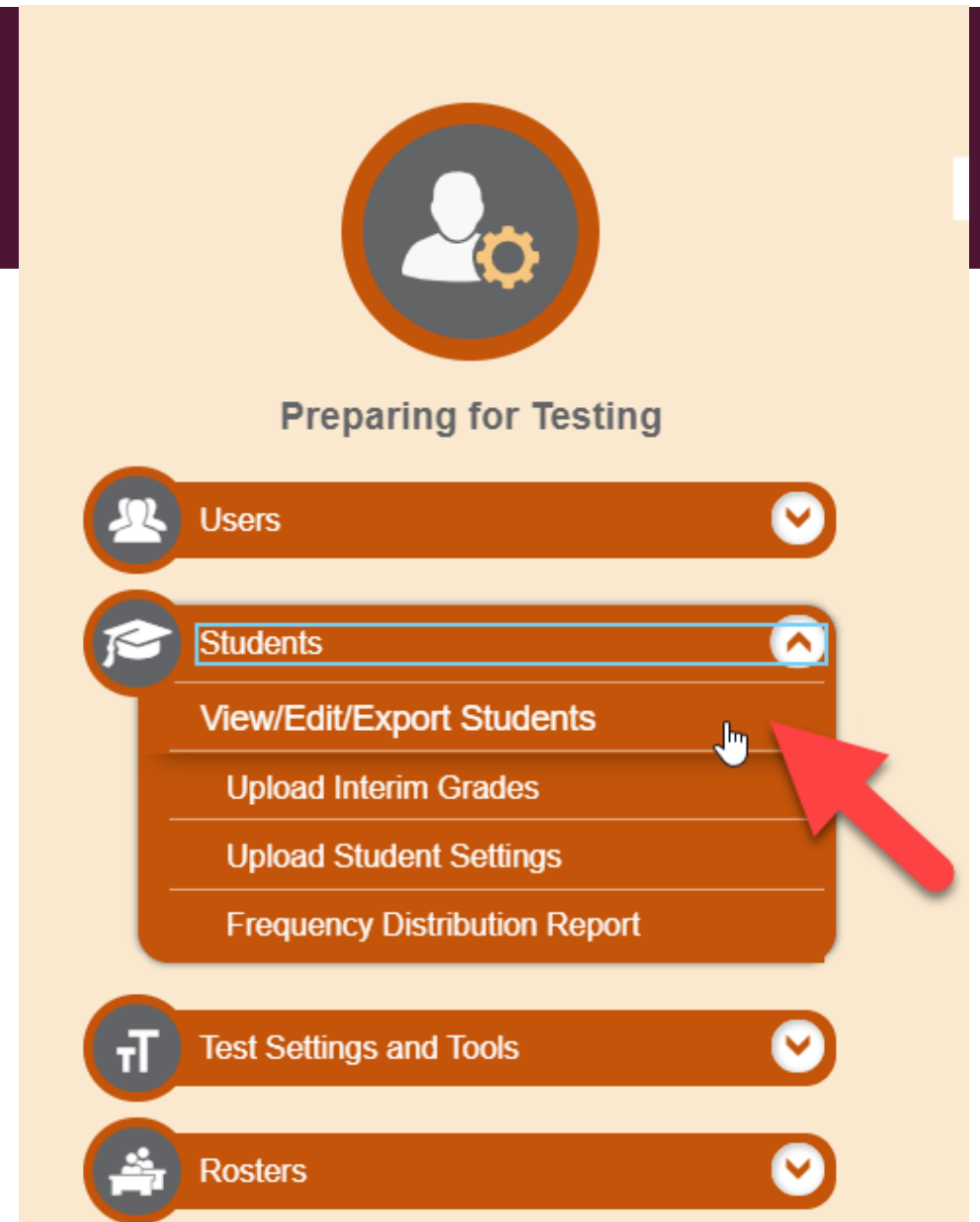


CHECK STUDENTS' SUPPORTS AND ACCOMMODATIONS



CHECKING WHAT HAS BEEN MARKED

- Go back to the students – view/edit/export students – section to see what supports and/or accommodations have been marked for each student (this will also show those that have been marked at the state level)



The screenshot displays a user interface for 'Preparing for Testing'. At the top, there is a circular icon with a person silhouette and a gear. Below this, the title 'Preparing for Testing' is centered. The main area contains a vertical list of menu items, each with an icon and a dropdown arrow. The 'Students' menu item, which has a graduation cap icon, is currently expanded, showing a list of sub-options. A red arrow points to the 'View/Edit/Export Students' option within this expanded menu. The other menu items are 'Users' (person icon), 'Test Settings and Tools' (TT icon), and 'Rosters' (group of people icon).

Preparing for Testing

- Users
- Students**
 - View/Edit/Export Students
 - Upload Interim Grades
 - Upload Student Settings
 - Frequency Distribution Report
- Test Settings and Tools
- Rosters

1. Select the school
2. Hit the search button

Users ▾ Students ▾ Test Settings and Tools ▾ Rosters ▾ Paper Ordering ▾ Test Window

View/Edit/Export Students

i Use this page to view, edit, or export students. [more info ▾](#)

— Search Students

*District: Polo Training District - 69 ▾

*School: Polo Elementary -03 - 69301_69301-03 ▾

Student's Last Name:

Student's First Name:

SSID:

Grade: None

— Advanced Search

Search Fields:

☐ Select all

☒ Polo Elementary -03 - 69301_69301-03

☐ Polo High School -01 - 69301_69301-01

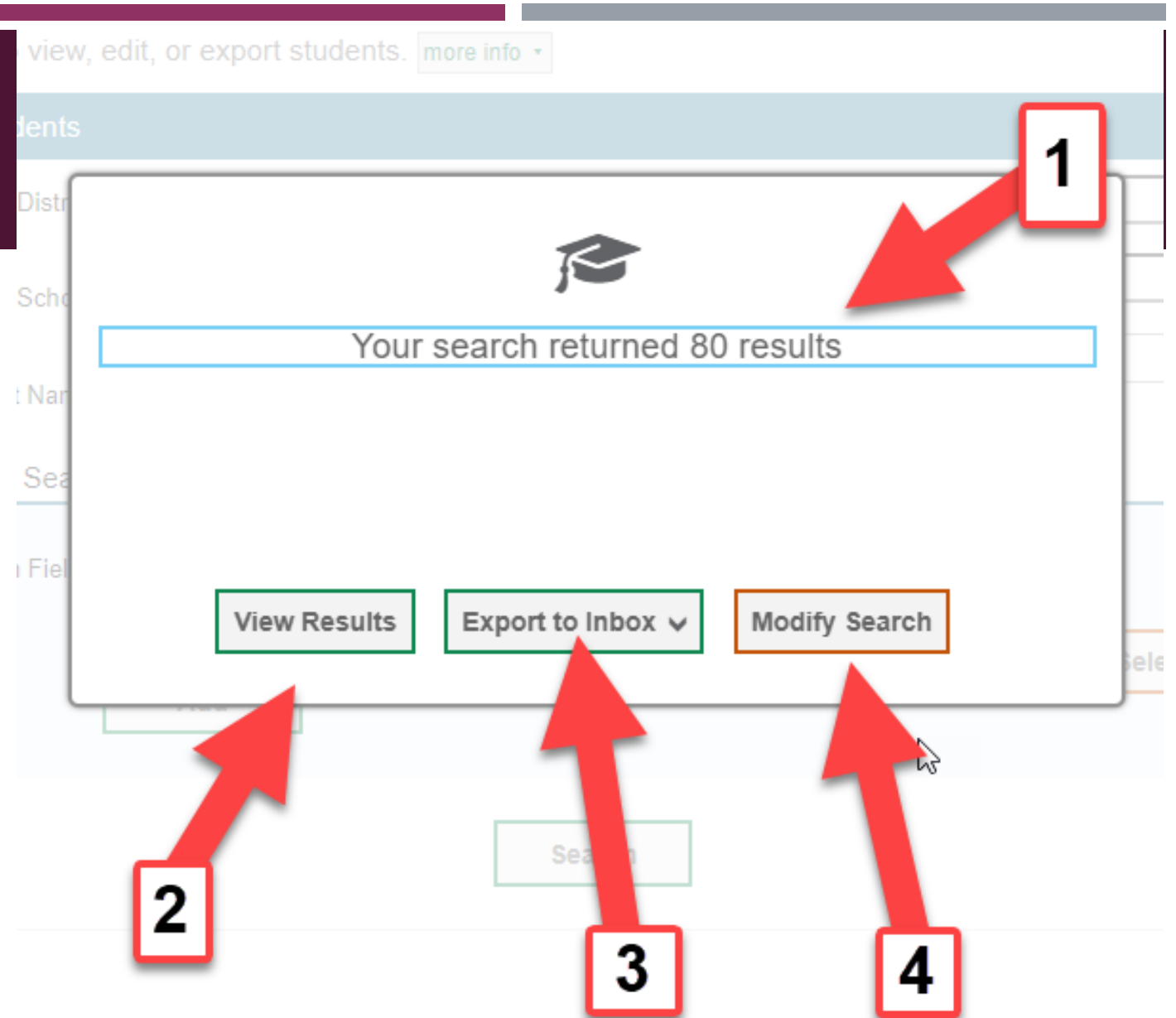
☐ Polo Middle School -02 - 69301_69301-02

Add

Remove All

Search

1. Show the number of results
2. Click to review results, or
3. Click to export to inbox, or
4. Click to modify the search (takes you back to previous screen)



SEARCH RESULTS

1. Shows the number of results
2. The row that shows information titles
3. Check box you can mark to select specific student(s)
4. Drop down box to refine information that is shown
5. **This is new.** List of what can be shown (uncheck boxes for those items that aren't needed) – this is a new feature

Use this page to view, edit, or export students. [more info](#)

+ Search Students

Number of students found: 80

Enter search terms to filter search results

1-50 of 80 records | Page: 1 of 2

	Edit	School Information		Student Information				
		District	School	Student's Last Name	Student's First Name	Student's Middle Name	Gender	BirthD (MMD
<input type="checkbox"/>		69301	69301_69301-03	Smith	Jon		Male	07072
<input type="checkbox"/>		69301	69301_69301-03	Smith	Jonny		Male	8232
<input type="checkbox"/>		69301	69301_69301-03	Smith	joey		Ma	09142
<input type="checkbox"/>		69301	69301_69301-03	Smith	Joe		Male	10142
<input type="checkbox"/>		69301	69301_69301-03	Smith	James		Male	10152

☒ District
☒ School
☒ Student's Last Name
☒ Student's First Name
☒ Student's Middle Name
☒ Gender
☒ BirthDate (MMDDYYYY)
☒ SSID
☒ Grade
☒ Paper Tester
☒ IDEA Indicator
☒ LEP Status
☒ Section 504
☒ ALT Tester


Contact Help Desk

PRINT SUPPORT AND ACCOMMODATION SETTING INFORMATION

A way to provide teachers
administering the assessment with
Supports and Accommodations
settings set for student(s)

1. The printer icon
2. Select the All Student Settings and Tools (or if you have selected some student by checking the box, then the My Selected Student Settings and Tools will be what you want)

View/Edit/Export Students

 Use this page to view, edit, or export students. [more info](#) ▾

+ Search **1** ents



All Test Tickets (80)

My Selected Test Tickets (0)

My Selected PreID Labels (0)

All Student Settings and Tools (80) **2**

My Selected Student Settings and Tools (0)

IDEA
Indicator ▾ LEP
Status



Smith

Jon

06

No

No

STUDENT SETTINGS AND TOOLS DOCUMENT

1. Shows the student's name, SSID, grade, school, district, and test setting & tools
2. Shows what the test settings and tools the student has for each assessment
3. Indicates that this is the 'Student Settings and Tools' that is being printed
4. Print icon

The screenshot displays a web application interface for 'Administration: SD 2020-2021' on 1/14/2021 at 1:11:07 PM. The main section is titled 'Student Settings and Tools' and contains a table with student data. On the left, a sidebar shows a 'Print Options' menu with three items: 'Test Tickets', 'PreID Labels', and 'Student Settings and Tools' (which is selected and highlighted with a blue border and a checkmark icon). A red arrow labeled '4' points to the 'Print' button at the top of the sidebar. A red arrow labeled '1' points to the first row of the table. A red arrow labeled '2' points to the 'Test Settings and Tools' column for the first student. A red arrow labeled '3' points to the 'Student Settings and Tools' option in the sidebar.

Student Name	Student ID	Enrolled Grade	School	District	Test Settings and Tools
SMITH, JON	SD1234627	06	POLO ELEMENTARY -03 (69301_69301-03)	POLO TRAINING DISTRICT - 69301 (69301)	<u>ELA</u> Text To Speech:Items Non-Embedded Designated Supports:Noise Buffers <u>Mathematics</u> Color Contrast:Reverse Contrast Text To Speech:Stimuli and Items <u>Science</u> Color Contrast:Reverse Contrast <u>Science-ALT</u> Color Contrast:Reverse Contrast
SMITH, JONNY	SD1234628	06	POLO ELEMENTARY -03 (69301_69301-03)	POLO TRAINING DISTRICT - 69301 (69301)	<u>ELA</u> Text To Speech:Items Masking:On Non-Embedded Designated Supports:Noise Buffers Magnification Read Aloud Items Simplified Test Directions Streamlined Mode:On <u>ELA-PT</u> Non-Embedded Designated Supports:Separate Setting <u>Mathematics</u> Non-Embedded Designated Supports:Separate Setting <u>Science</u> Text To Speech:Stimuli and Items Non-Embedded Designated Supports:Separate Setting



OR

EXPORT STUDENT SETTINGS AND TOOLS

1. Export icon
2. Students selected (notice 5 have been selected)
3. Export just the 5 selected students (to either excel or CSV)

OR

4. Export all 80 students (to excel or CSV)

The screenshot shows a web application interface for managing students. At the top, there is a search bar labeled "Search Students". Below it, there are two icons: a printer icon and an export icon (a green square with a white arrow pointing out of a box). A red arrow labeled "1" points to the export icon. A dropdown menu is open from the export icon, showing four options: "Export All to Excel (80)", "Export My Selected to Excel (5)", "Export All to CSV (80)", and "Export My Selected to CSV (5)". A red arrow labeled "3" points to the "Export My Selected to Excel (5)" option, and a red arrow labeled "4" points to the "Export My Selected to CSV (5)" option. Below the dropdown menu is a table with columns: "Last Name", "First Name", "IDEA Indicator", "LEP Status", and "Section 504". The table contains six rows of student data. The first five rows have a blue checkmark in the first column, indicating they are selected. A red arrow labeled "2" points to the first selected student (Smith, Jon). The sixth row has an unchecked checkbox in the first column.

	Last Name	First Name	IDEA Indicator	LEP Status	Section 504
<input checked="" type="checkbox"/>	Smith	Jon	No	No	No
<input checked="" type="checkbox"/>	Smith	Jonny	Yes	No	No
<input checked="" type="checkbox"/>	Smith	joey	No	No	No
<input checked="" type="checkbox"/>	Smith	Joe	No	No	No
<input checked="" type="checkbox"/>	Smith	James	No	No	No
<input type="checkbox"/>	Smith	Jim	No	No	No



Know where you excel
spreadsheet or CSV
document exported to

Number of students found: 80

Enter search terms to filter search results

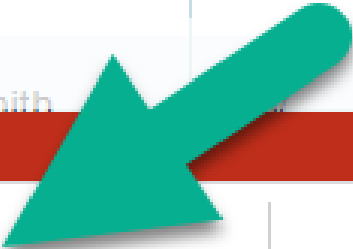
Q

<input type="checkbox"/>	Edit	Student Information			
		Student's Last Name	Student's First Name	Grade	
<input checked="" type="checkbox"/>		Smith	Jon	06	
<input checked="" type="checkbox"/>		Smith	Jonny	06	
<input checked="" type="checkbox"/>		Smith		06	

[Contact Help Desk](#)



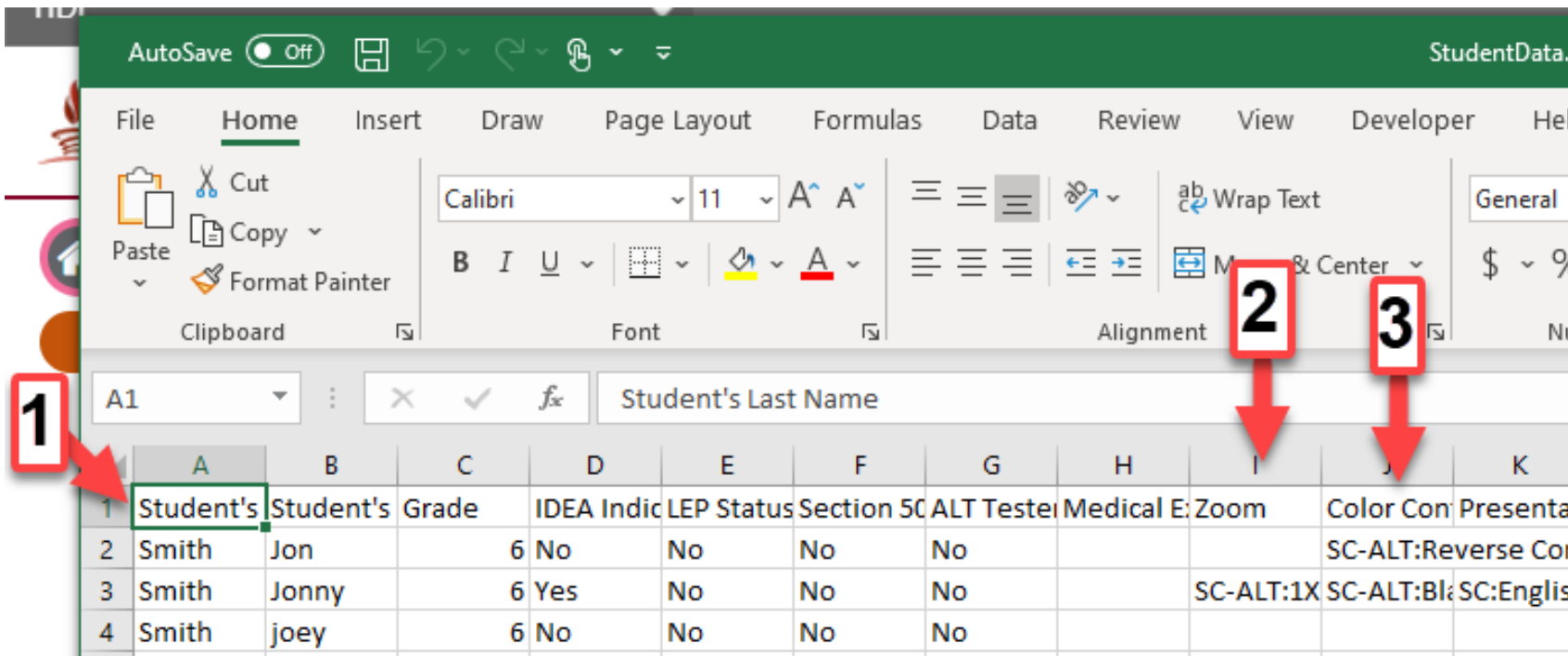
StudentData.csv



EXCEL/CSV SPREADSHEET

If you are comfortable using an excel spreadsheet to filter to see what has been marked, then this one works as well

1. Row with the headings
2. Column for zoom (setting zoom to a higher level beyond the default)
3. Column for Color Contrast needed



The screenshot shows an Excel spreadsheet with the following data:

	A	B	C	D	E	F	G	H	I	J	K
1	Student's	Student's	Grade	IDEA Indic	LEP Status	Section 50	ALT Test	Medical E	Zoom	Color Con	Presenta
2	Smith	Jon	6	No	No	No	No			SC-ALT:Reverse Cor	
3	Smith	Jonny	6	Yes	No	No	No		SC-ALT:1X	SC-ALT:Bl	SC:Englis
4	Smith	joey	6	No	No	No	No				



QUESTIONS



CONTACT INFORMATION

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